

The Effects of Self-Efficacy on Students' Reading Comprehension

Andi Ikhsan Anggriawan M

andikhsan22@gmail.com

Universitas Negeri Makassar

Baso Jabu

basojabu@unm.ac.id

Universitas Negeri Makassar

Syarifuddin Dollah

*syarifuddin@unm.ac.id

Universitas Negeri Makassar

Abstract

Self-efficacy is concerned with people's beliefs in their capabilities to do something including reading. Reading comprehension is a part of English study measuring understanding of English. The objectives of this research were (1) to investigate the students' self-efficacy in reading comprehension (2) to investigate the students' reading comprehension and (3) to investigate whether there are the effects of students' self-efficacy on their reading comprehension. This research applied Ex Post Facto. The sample of 33 students was selected by using the cluster random sampling technique. Data collection used reading tests and questionnaires. The data were analyzed by using SPSS 23. The result showed that the percentage of the students' self-efficacy was in the high category, and the students' reading comprehension was in the good category. There was no effect of self-efficacy on reading comprehension in this research.

Keywords: *Effect, Self-Efficacy, Reading Comprehension.*

INTRODUCTION

Reading is one of the most fundamental activities in acquiring information. reading is defined as a meaningful way of understanding the structure itself by adding a specific analysis by the readers, resulting in the creation of meaning through the transmitted statement (Akbayir, 2003: 92).

People may read for general comprehension most of the time to understand the main ideas and relevant supporting information (Grabe in Khaki 2014). That is the reason why Katims (1997) suggests that reading without comprehension is worthless. Reading comprehension allows the readers to acquire information and experience. It also allows the readers to be aware of other worlds (including fictional ones), and to achieve academic success. Reading comprehension effectiveness is considered an important thing in the context of someone's skill (Snowling, 2009). According to Yale (2008), reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Comprehending a passage is a complicated process in that the text's meaning is a combination of the explicit, literal

meanings of the words and sentences. As well as the inferred meanings that can be uniquely generated by the reader (Green & Roth, 2013).

In understanding information in text, children develop mental models, or representations of the meaning of the text ideas during the reading process (Woolley, 2011).

Reading is influenced by various factors. One of them is self-efficacy. According to Moskal and Blachowicz in Arip (2017) the self-esteem and reading ability of a reader help to motivate a student to read. A motivated reader will develop a sense of self-efficacy and high success expectations. Self-efficacy refers to one's belief in one's ability to learn or perform at a certain level (Schunk & Pajares, 2002). Therefore, it can be concluded that self-efficacy is someone's belief in doing a particular task or something for success.

self-efficacy is one of the most important affective factors which influences the emotional side of students, it also plays a key role in language learning and motivates students effectively. Many researchers reported a significant relationship between language learning and self-efficacy. Perceived self-efficacy is an important component in the functioning of the human because it affects behavior by affecting determined goals, desires, hopes, and perceptual barriers or opportunities in the social environment (Bandura, 1997).

It is the belief in one's capability to organize and to spend efforts to succeed in the goal (Bandura, 1977). Self-efficacy is concerned with people's opinions about their abilities and their independence. Self-efficacy has an important role in language learning because it affects someone's decisions, behaviors and attempts when facing challenges.

In the language learning process, learners with high self-efficacy participate in tasks more rapidly, work harder, and persist longer when encountering failures than those who doubt their capabilities (Wang, 2011). They expect to be successful with new texts. By contrast, students who perceive themselves as poor readers often avoid difficulty in new material.

They have a history of failure and rarely find reading to be a source of gratification. Reading is more likely to be a cause of frustration and embarrassment for them. When viewed through this lens, it is not hard to see a causal link between reading self-efficacy and students' reading behaviors, habits, and attitudes. Therefore, based on the theory above, reading self-efficacy can also predict student's reading comprehension.

SMAN 22 Makassar is one of the prestigious high schools in Makassar where the school is accredited "A" by the local government of Makassar City. The teachers have experience in teaching so many students at the school are active and often ingenious in competitions. The students of SMAN 22 Makassar are very confident in studying so that they can compete with other well-known schools. Based on the explanation above, the researcher decided to conduct a study at SMAN 22 Makassar. The researcher wants to know whether their level of self-efficacy affects learning English, especially in reading skills, namely reading comprehension or not.

Consequently, the main objective of this study is to explain self-efficacy in students' reading comprehension. Self-efficacy is a factor that has an impact on students' reading activity. This idea is supported by previous research on student self-efficacy. That is why this research will be conducted at SMA Negeri 22 Makassar.

Based on the statement above, the researcher is interested to investigate the students' self-efficacy on reading comprehension, to investigate the students' reading comprehension and to investigate whether there is an effect of students' self-efficacy on their reading comprehension or not. The result of this research can be useful as a measurement to know how effectively the teacher

can teach the students in learning English better especially self-efficacy in students' reading comprehension also became the reference for further research that will focus to conduct more complex research about self-efficacy on students' reading comprehension.

METHOD

In conducting this study, the researcher used a causal-comparative research design. This research design was called *ex post facto* or after the fact. The researcher used a cluster random sampling technique to choose one class as a sample in this research. Therefore, the total sample in this research was 33 students of XI Science 2. Two instruments are used in this research that is reading test and a questionnaire that consists of dimensions of self-efficacy: level, generality and strength. The data which have been found is analyzed by using SPSS 23 which covers classic assumption tests and inferential tests.

FINDINGS AND DISCUSSIONS

The Students' Self-Efficacy in Reading Comprehension

Based on the results of the descriptive analysis there were 7 (21.21%) students who got the very high category. It showed that they had a very high level of self-efficacy in reading comprehension. There were 16 (48.48%) students who got into the high category. It showed that they had a high level of self-efficacy in reading comprehension. There were 10 (30.30%) students who got the average category.

The Students' Reading Comprehension

Based on the results of the descriptive analysis there were 9 (27.27%) students who got a very good category in reading comprehension, and there were 22 (66.66%) students who got a good category in reading comprehension. There were 2 (6.06%) students has a fair category in reading comprehension, and there were no students who got poor and very poor reading comprehension categories

The Effect of Self-Efficacy on Reading Comprehension

Based on the results of the inferential analysis the significance value obtained was $0.118 > 0.05$, so the regression model cannot be used to predict the reading comprehension variable. In other words, there was no effect of Self-efficacy on reading comprehension.

Based on the statistical test results obtained, it can be described that there were 21.21% of students had very high self-efficacy. There were 48.48% of students had high self-efficacy. There were 30.30% who had an average category. This shows that students in class XI MIPA II have fulfilled the dimensions of self-efficacy which consists of dimensions of level, generality and strength. This is under the theory put forward by Bandura (1986) who stated, "Self-efficacy has divided into three dimensions; level, generality and strength". It could be due to the characteristics of students who are often not interested in schoolwork. As a result, they are on average not determined to persist in working hard to achieve, otherwise, they will develop all strategies to read in detail, think critically, and adopt various strategies to solve difficult tasks.

As a foreign language, English poses difficulties that are not encountered when reading Indonesian texts. However, this is important because learning using English will have an impact on new cultural knowledge and new vocabulary (Rama, 2022).

According to Klinger et al., (2017), the fundamental skills in reading comprehension include: word reading. This was related to the ability to recognize words and understand the meaning of sentences and know how to read or decode. Second, fluency and students' ability in reading. It has to do with receiving the word and understanding the meaning at the same time. The third is vocabulary. This relates to skills that can help readers understand comprehensive vocabulary meaning and knowledge related to the reading text so that it can make it easier for the reader to understand the text.

Another thing that might influence the results of this study is related to students' reading skills. Banditvilai's (2020) research found that reading strategies had a positive effect on students' reading comprehension. Besides that, the time to complete the task may also affect the results of the study. This is as stated in the research of Martina, Syafryadin, Rakhmanina and Juwita (2020) revealed that time constraints affect the test of reading comprehension

The self-efficacy of students was high and the reading comprehension scores of the students were high. It means that the higher the self-efficacy that students have, the higher the value of reading comprehension they will get. This is in line with the statement of Nonsawang (2019). She said that higher levels of self-efficacy will relate to superior reading comprehension. However, Nonsawang did not notice other factors affecting reading comprehension. Therefore, the researcher found some new factors such as intelligence, the skill of comprehending, and the mechanics of reading.

We found there is no significant effect of the students' self-efficacy on their reading comprehension. It is because self-efficacy just affects the students' reading interest and their struggle to understand the meaning of the text. This is in line with the statement of Bandura, Dawson and Bamman. Bandura (1986) stated that people with strong self-efficacy beliefs never run away from experiences that they have to struggle for completing a task successfully. Moreover, Dawson and Bamman (1967) said that reading comprehension is affected by five factors. They are intelligence, experience, mechanics of reading, interest in reading, and skill of comprehending.

CONCLUSIONS

1. The students of Class XI Senior High School 22 Makassar have a good level category of self-efficacy. It was proven by the mean score of 48.48% in the range of 55-65 which implied students' good level of self-efficacy.
2. The students of Class XI Senior High School 22 Makassar have a high-level category of reading comprehension. It was proven by the mean score of 66.66% in the range 71-85 which implied students' high-level category of reading comprehension.
3. Self-efficacy cannot predict reading comprehension. This is based on the value (sig.) $0.118 > 0.05$ which concluded that there is no significant effect of self-efficacy in reading comprehension.

SUGGESTIONS

1. The students should have Self-efficacy so that they are motivated to try to understand the text.
2. The teacher should give motivation to the students to increase their self-efficacy so that they are motivated to read more.
3. It is suggested to the next researcher about another factor may affect students' self-efficacy in reading comprehension.

REFERENCES

- Akbayir, S. (2003). *Cumle ve metin bilgisi. Okuma anlama yorumlama ccozumleme*. Basim, Ankara: Deniz Kultur Yayinlari.
- Arip. (2017). *The Correlation between reading self-efficacy and reading comprehension achievement of English Education Study Program sudents of UIN Raden fatah Palembang*. Palembang: Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Palembang.
- Bandura, A (1986). *Social Foundation of thought and Action. A social cognitive theory* Englewood Cliffs: Prentice-Hall
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Banditvilai, C. (2020). The effectiveness of reading strategies on reading comprehension. *International Journal of Social Science and Humanity*, 10(2), 46-50
- Dawson, Mildred A. and Henry A. Bamman. *Fundamentals of basic reading instruction*. New York: David McKay Company, 1967. pp. 220-223
- Brummitt-Yale, J. (2008). Strategies to help engage reluctant readers in reading. *Reading Worksheets, Grammar, Comprehension, Lesson Plans*.
- Dawson, Mildred A. and Henry A. Bamman. *Fundamentals of basic reading instruction*. New York: David McKay Company, 1967. pp. 220-223
- Grabe, W., & Stoller, F. L. (2001). *Reading for academic purposes: Guidelines for the ESL/EFL teacher*. Boston, MA: Heinle & Heinle.
- Green, L., & Roth, K. (2013). Increasing inferential reading comprehension skills: A single case treatment study. *Canadian journal of speech-language pathology and audiology*, 37(3), 228-239.
- Katims, D. S. (1997). Improving the reading comprehension of middle school students in inclusive classrooms. *Journal of Adolescent and Adult Literacy*, 2, 116-125.
- Klingner, J.K, Vaughn, S. and Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York: The Guilford Press
- Martina, F., Syafryadin, S., Rakhmanina, L., & Juwita, S. (2020). The effect of time constraint on student reading comprehension test performance in narrative text. *Journal of Languages and Language Teaching*, 8(3), 323-329.
- Nonsawang, N. (2019). The relationship between self-efficacy and reading comprehension of secondary school students.
http://ethesisarchive.library.tu.ac.th/thesis/2019/TU_2019_6121042169_12185_12668.pdf
- Rama, A., N. (2022). The correlation between self efficacy and students' reading comprehension of second grade students at sma negeri 2 wawotobi. *Sebatik journal*. Vol 1 No.5
- Schunk, D. H., & Pajares, F. (2002). *The development of academic self-efficacy*. In A. Wigfield & J. S. Eccles (Eds.), *Development of achievement motivation* (16-29). San Diego, CA:

Academic Press.

Snowling, M., Stothard, S. E., Clarke, P., Bowyer-Crane, C., Harrington, A., Truelove, E., Nation, K., & Hulme, C. (2009). *York Assessment of Reading for Comprehension*. Passage Reading: GL Publishers.

Wang, J. (2011). *A study of English self-efficacy, English reading strategies and English reading proficiency of Taiwanese junior high school students*. (Master's thesis). Ming Chuan University, Taipei City, Taiwan.

Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Brisbane, Australia: Springer.

Adibsereshki, N., Abkenar, S. J., Ashoori, M., & Mirzamani, M. (2014). The effectiveness of using reinforcements in the classroom on the academic achievement of students with intellectual disabilities. *Journal of Intellectual Disabilities*. 1-11.